

CTE Standards Unpacking Graphic Design II

Course: Graphic Design II

Course Description: Graphic Design II explores legal and ethical issues, career opportunities, graphic design methods, design elements, design principles, page layout, typography, color theory, creating media, and forms of published media.

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: Recommended: Introduction To Arts/AV Technology & Communications 11000, Graphic Design I 10202

Program of Study Application: Graphic Design II is a Level III pathway course in the Arts, A/V Technology and Communications career cluster appropriate for three pathways: Printing Tech/Journalism & Broadcasting, Telecommunications/A-V Technology and Film, and Visual Arts. Completion of Graphic Design II will prepare a student for a Level IV course or capstone experience.

INDICATOR #GD2 1: Develop an Awareness of Career Opportunities and Professionalism in Graphic Design		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to graphic design careers.		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate career opportunities, trends, and requirements related to graphic design careers		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for graphic design industries.		
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to graphic design		
Knowledge (Factual): -Employability Skills -Career Opportunities available in graphic design. -Requirements of careers in Graphic Design. -Copyright and Ethics laws specific to Graphic Design. -Skills required for graphic design careers.	Understand (Conceptual): -How employability skills help tasks progress. -Recent changes and trends in graphic design. -Why laws exist to protect media and people. -How, as social norms progress, design trends evolve.	Do (Application): -Identify personal creative talents. -Identify technical/graphic design talents. -Research employment opportunities and related career pathways. -Investigate trends associated with graphic design. -Self-assess employability skills.

		<p>-Complete a web quest on legal issues related to digital animation.</p> <p>-Research instruction and forms for registration of a graphic design product with Copyright Office.</p> <p>-Obtain formal permission for use of an art form, design or photograph in a graphic design publication.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Complete a personal interest assessment and match results to one or more careers in graphic design. • Develop a logical argument concerning graphic design legal and ethical issues. • Assess employability skills. • Chart the different categories of Copyright applied to graphic and print media and the specifics governing those categories. </p>		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.1. Initiate and participate effectively in a range of collaborative discussions</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Research an ethical issue in graphic design</p> <p>-Discussion of employability skills needed in graphic design</p>	

INDICATOR #GD2 2: Apply design fundamentals		
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Execute color theory		
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Implement the principles of design		
Knowledge (Factual): -Computer graphics in various media, multimedia, and print. -Additive and subtractive color models (RGB, CMYK). -Color wheel and color schemes.	Understand (Conceptual): -Principles of design, (e.g., balance, rhythm, proportion, balance, grid theory, typography, white space, point, line, shape, and symmetry). -How color affects mood and project tone. -How tints, tones and shades create additional color effects. -Different color models, modes, and gamuts. -Different color schemes. -Design principles as they apply to Graphic Design.	Do (Application): -Translate colors on a color wheel between models. -Construct artwork using color schemes. -Using appropriate tools, draw a still illustrating organic shapes. -Identify negative space in various works of art. -Select textures for a study in fashion or interior design. -Paint a watercolor illustrating movement. -Draw linear perspective illustrations to depict proportion. -Develop a presentation to illustrate or describe color principles.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Create and self-assess product(s) utilizing one or more principles of design. • Critique and justify color scheme in graphics or art. • List, evaluate and defend tone or moods based upon the use of one or more colors. 		

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	-Justify use of color scheme and design principles on an assigned project.
W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	-Defend tone or mood based upon the use of color

INDICATOR #GD2 3: Apply techniques used in creating print media		
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Evaluate various printing methods		
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Demonstrate typography techniques		
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Apply page layout techniques		
Knowledge (Factual): -Printing methods. -Typography in design. -Publication types for layout and design. -Various fonts to fit design types -Rules for type in design layout	Understand (Conceptual): -Printing formats, such as papermaking, self-publishing, mediums (e.g., heat transfer). -How font styles influence how messages are perceived by consumers. -How intended audience and client needs affect layout and techniques applied.	Do (Application): -Write a paper on selected printing processes -Print color separations for a poster -Create sublimation transfer for products -Create a design just using type -Identify and assess design based on client requirements -Create a thumbnail

		sketch for advertising layout -Design a PSA Poster for a local issue
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Benchmarks:

Students will be assessed on their ability to:

- Assess client needs and design a product for publication.
- Identify, evaluate and justify typography used in product.
- Compare and contrast impact of various printing techniques.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>-Compare and contrast various printing techniques</p> <p>-Justify typography used in a product</p>

INDICATOR #GD2 4: Design Graphic Media Project

SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Utilize design process

SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Implement use of tools used to create graphic media

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
<p>-Design process basics.</p> <p>-Graphic media creation tools.</p>	<p>-Process of design.</p> <p>-How to implement graphic media tools.</p>	<p>-Classify target audiences for various businesses</p> <p>-Construct questions for a client interview</p> <p>-Sketch design illustrating customer requirements</p>

		<p>-Tour a newspaper or print shop to see negatives being printed</p> <p>-Create a brochure using publishing software</p> <p>-Etch a rubber plate to use in ink transfer design</p>
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Benchmarks:

Students will be assessed on their ability to:

- Conduct interviews to develop and produce a design product.
- Select a historical graphic and revise it based on modern trends.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>SL.1. Initiate and participate effectively in a range of collaborative discussions</p> <p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>-Conduct interviews to develop a design product</p> <p>-Research historical graphics for revision</p>

INDICATOR #GD2 5: Create graphic Media Product

SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Evaluate types of materials for various graphic design products

SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Publish printed or digital media

Knowledge (Factual): -Graphic design product mediums.	Understand (Conceptual): -How materials impact design and publication.	Do (Application): -Calculate size of printed materials to print
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<p>-Design product requirements and materials used.</p>	<p>-Math and science concepts routinely used in graphic design.</p> <p>-Why product design process requires research, preparation and multiple steps.</p> <p>-Relationship between product desired and tools needed.</p> <p>-Cost as a factor driving publishing media.</p>	<p>billboard.</p> <p>-Research online photo lab and identify finishes and materials in which photos can be printed.</p> <p>-Identify and describe the differences among watercolor, oil and acrylic.</p> <p>-Paint on canvas or print vinyl sign.</p> <p>-Use mockups to incorporate self-created graphics and designs to meet client needs.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create a high-quality product that can be published on/in a variety of mediums. • Design and identify purpose and cost analysis for publishing materials and mediums. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Identify purpose for publishing materials and mediums</p> <p>-Create a product that can be published on a variety of mediums</p>	

reasoning, and evidence and to add interest.	
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Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

[Deviant Art](#)

[Pinterest – Beginner Tutorials for Photoshop](#)

[Pinterest – Intermediate tutorials for Photoshop](#)

[Pinterest – Advanced tutorials for Photoshop](#)

[Tuts Plus](#)

[Photoshop Tutorials on You Tube](#)

[Creative Nerds](#)

[Phlearn](#)

[UMagazine](#)

[Spoon Graphics](#)